SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus dailės akademijos Klaipėdos fakulteto
**STUDIJŲ PROGRAMOS *ARCHITEKTŪRA* (valstybinis kodas – 612K10002)
VERTINIMO IŠVADOS**

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**EVALUATION REPORT
OF *ARCHITECTURE* (state code -612K10002)
STUDY PROGRAMME**
at Vilnius Academy of Arts Klaipeda Faculty

Experts' team:

1. **Prof. dr. Costas Mantzalos (team leader),** *academic,*

2. **Dipl. Ing. Thomas Proksch,** *academic, social partner,*

3. **Dr. Gabriella Medvegy,** *academic,*

4. **Prof. dr. Kęstutis Zaleckis,** *academic,*

5. **Mr. Gintautas Rimeikis,** *student's representative.*

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Architektūra*
Valstybinis kodas	*612K10002*
Studijų sritis	Menai
Studijų kryptis	Architektūra
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4)
Studijų programos apimtis kreditais	240 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Architektūros bakalauras, architektas
Studijų programos įregistravimo data	1997-05-19, Nr. 565

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Architecture*
State code	612K10002
Study area	Arts
Study field	Architecture
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4)
Volume of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Bachelor of Architecture, Architect
Date of registration of the study programme	1997-05-19, No. 565

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I. INTRODUCTION

1.1. Background of the evaluation process

The expert team expressed their gratitude to everyone for their hospitality during the visit to Vilnius Academy of Arts in Klaipeda on Wednesday 20th of April 2016.

The feedback, which follows below, draws references from the Self Evaluation Reports which the members of team had received from SKVC, as well as from the responses after the team's meeting with the Senior Administration, the team responsible for the SER, the teaching staff, the students as well as stakeholders, employers and graduates during the site visits.

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes,** approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: *1) self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI); 2) visit of the review team at the higher education institution; 3) production of the evaluation report by the review team and its publication; 4) follow-up activities.*

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as "very good" (4 points) or "good" (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as "unsatisfactory" (1 point) and at least one evaluation area was evaluated as "satisfactory" (2 points).

The programme **is not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	List of Names of all participants from Senior Management team, SER team, Teaching Staff team, Graduates and Partners teams
2.	Course Syllabi
3.	Year Book of the Architecture Programme 2013
4.	Year Book of the Architecture Programme 2014

1.3. Background of the HEI/Faculty/Study field/ Additional information

Vilnius Academy of Arts (hereinafter referred to as VAA) is a higher education school of art, which organises university-level undergraduate studies, master's studies, special professional studies, selective studies, integrated studies, post-graduate art studies, and doctoral studies as well as conducts research and high-quality professional art activity. VAA community completely perceives itself as an educational institution of visual art, recognised according to the fostered values, possessing socially-oriented highly-qualified staff of artists-pedagogues, aiming at implementation of advanced technologies and able to prepare professional artists, designers and architects who are competitive in the art market. The most talented graduates of the Academy make a considerable part of Lithuanian culture elite, whose creation is well-known and valued in Europe and the whole world.

Departments are the most important divisions of study organisation, uniting the pedagogical and research staff of one or a few closely related specialities. The departments have the following responsibilities:

☐ organise studies according to the study programmes approved by the Senate;

☐ prepare study programme curricula and subject content;

☐ according to the programme of artistic, scientific, and methodical activity of the staff approved by the Board of the Faculty, prepare and publish scientific research articles, textbooks, synopses, educational measures, tasks, and other methodical material;

☐ and by secret vote express their opinion about the candidates for the positions of the head or other pedagogical and research staff.

VAA Klaipeda Faculty (hereinafter referred to as VAA KlpF) is an indivisible structural part of Vilnius Academy of Arts, was established by the Senate of VAA on 20 March 2013, based on the relevance of the Department of Visual Design had functioned since 1974; therefore, equally uses the facilities and learning resources of the Academy. VAA KlpF teachers can deliver classes in all the divisions of the Academy (if needed).

VAA KlpF, is the major education centre of fine arts in west Lithuania attaching students from almost all the regions of the country.

The Bachelor of Architecture study programme has been established in 1995 at VAA, and runs in Klaipeda since 2013. The Architecture BA programme is focusing on the area of urban design, with regional actualities and relevance, with connection of the wish of the real market, and related to the demand for architects in the Lithuanian and EU markets. VAA KF consists of the Board of the Faculty, the Dean's Office, administrative departments, academic departments, drawing studio, sculpture studio, painting studio, library, laboratories. The faculty based Institute of Urban Design; Architecture and Design links the disciplines to scientific and artistic research provides professional expert and assistance to governmental and municipal institutions, even to social partners.

VAA Klaipeda Faculty is an open institution of higher education where the academic spirit is developed and informal interdisciplinary communication of students and teachers takes place in order to preserve school traditions and promote innovations.

The Self Evaluation Report (hereinafter – SER) of the programme was made available to the expert team in March 2016. The head of the expert team distributed the workload according to each expert's discipline and each member of the expert team examined the SER individually, preparing problem questions or discussion points. The experts obtained further information during the site visit in Klaipeda on Wednesday April 20th through interviews with Senior Administration Staff, Staff responsible for preparation of SER, the teaching staff, students, employers and stakeholders. After the visit, on Saturday April 23rd the expert group held a meeting, discussed the contents of the evaluation report and agreed upon the numerical evaluation of every area of the evaluation.

1.4. The Review Team

The review team was completed according *Description of experts'recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *20/April/2016.*

1. **Prof. dr. Costas Mantzalos (team leader),** *Dean of the School of Architecture, Fine and Applied Arts, Frederick University, Cyprus;*
2. **Dipl. Ing. Thomas Proksch,** *Managing director of "Land in Sicht_landscape architecture and landscape planning, landscape architect, Austria;*
3. **Dr. Gabriella Medvegy,** *Vice-Dean of Faculty of Engineering and Information Technology of the University of Pécs, Associate Professor at Institute of Architectural Engineering in education, Hungary;*
4. **Prof. dr. Kęstutis Zaleckis,** *Head of department, Kaunas Technology University Department of Architecture and Urbanism, Lithuania*
5. **Mr. Gintautas Rimeikis,** *Master of Management of education and leadership at Lithuanian University of Educational Sciences, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

Both the aims of the programme and learning outcomes are clear, understandable, well defined and are well published.

Generally, the name of programme, its learning outcomes and the content of the programme are mutually compatible.

The declared aims and outcomes of the programme are comprehensible, concise and to the point; providing qualified architects for dedicated fields, with complex understanding the built environment. The statements are clearly highlighting the skills of the degree holders, like systemic thinking in architectural design, seeking excellence in studies and work, good communication with professionals in other fields, social responsibility, and feel the need of life-long learning.

Based on the evaluation report of Klaipeda Faculty of VAA, there is a real need (need of public and labor market as well) for practicing Architects with the focus on the general architecture and urban design specificity in Lithuania. The age indicator of practicing architects is around 59% over the age 50. The VAA's regional development strategy meets with the needs of the region. The degree holders might be employed in architectural design companies, in governmental and municipal territorial planning institutions, or as project managers to develop architectural projects of buildings.

The listed (required) knowledge, attitudes and abilities are clearly grouped, and work in coherence with the curricula and are built-in levels regarding to the studies. Generally, the relations between the learning outcomes and the designed courses are consequent. During the site visit the faculty had stressed on the significance of urban design and stated that this would be

the main focus of the programme at Klaipeda. This is an interesting and valid point, nevertheless this focus needs to be evident not only in the direction of students' works but also in the learning outcomes of the programme.

The name of the programme reflects the degree and learning outcomes as well. The aims and learning outcomes are inspired by the EU Directives, which define the known and accepted developing path in architecture education. The programme represents real interdisciplinary relations of art, architecture and engineering – as general architecture programme, and gives multicultural abilities in reacting to the conflicts around the built environment. Real sensitive attitudes are listed, translated into content, and make the study programme unique and complete 'till the end.

Nevertheless, general confusion was felt during the meeting with students when they were asked about their future profession. The programme needs to develop a stronger identity within the academy and by putting in front clear articulated and represented policies in terms of its aims.

2.2. Curriculum design

In generally the curriculum design meets legal requirements. According to the SER the study programme meets with the requirements of 'Law on Higher Education and Research', 'Law on Regulated Professional Qualifications' of Republic of Lithuania, with the 'Description of Architectural Policy Trends of the Republic of Lithuania', 'Description of General Requirements for Degree-Awarding First Study Cycle and Integrated Study Programmes' of the Minister of Education and Science. The programme was approved by the VVA Senate.

Also the programme fits to the EU Directive 2005/36/EC ('On the Recognition of Professional Qualifications of the European Parliament and of the Council of Europe' September 2005.), and to the provisions of 'Dublin Descriptors'.

The volume of the study programme is in compliance with the Lithuanian legal acts and regulations. It is well designed in total (courses are spread evenly; per term 30 credits, the number of obligatory courses are around 7 per term). The structure of the curriculum is more fixed at the first year, and provides flexible opportunities (electives) in senior years. The themes and content aren't repeated, spreading evenly, only widening the spectrums and adopting the pre-studies into applied-able levels.

The subjects are grouped not only horizontal but in vertical way as well. The 'architectural design', 'building engineering and structural design', the 'visual' courses are mirroring the changing knowledge and skills in terms, and linked to each other in the same semesters.

Based on the presented data, as well as course syllabi and site visit, the content of subjects is consequent, represents the required level of knowledge regarding to prerequisites. The general aim is fulfilled; it covers a wide range of expertise embracing skills from various fields such as art, architecture and engineering. The main focus is on the architectural design courses; the curriculum works on the clear and logical methodology; changes the scale (building typology) and the context with its graphical, structural and theoretical solutions.

Study trend subjects are divided on main areas.

Experts would like to point out some positive/negative issues:

☐ In case of 'visual courses' the chosen thematic and methods are fresh and contemporary, reflect the last perspectives in architecture education. The classical 'descriptive geometry' knowledge comes from several contemporary 'visual courses', seems to be in coherence with mathematics as well. Students will be able to apply this knowledge because of the chosen teaching method.

☐ Some contradictions appear around the subjects with 'structural' or 'constructional' content. For instance: the subject 'Construction and Material Mechanics' or 'Structure and Material Mechanics' are too broad in context and could be introduced in the program with relevant prerequisites. This type of uncertainty seems generally in this field.

☐ In some 'architecture/design history' subjects the list of the required literature is too general (for example: 'Subject title: History of Western Art. Ancient and Medieval Art, until the 15th C. – Number of required books: 13). According to international academic norms, theoretical modules should suggest one or maximum two books as textbooks and then list as many as desired books under the title of further reading. It is recommended to narrow the spectrum, and focus only on one book as required material, or maximum 3 with tagged parts. Other books and materials should be listed only as suggested materials, for widening the interest of students.

☐ Experts also suggest clarifying the content of modules/subjects, to avoid confusions between the required outcome and used methodology.

Generally, the curriculum is consequent and works in clear system, the content and methods of subjects/modules are appropriate for the achievement of the learning outcomes. The theoretical courses are for 3-6 credits, the 'creativity' subjects held 6-12 credits, and the 'final project' subject contains 15 credits –its content represents in there structures and education form (lectures, consulting, tasks and practical works, hours of self-training), and the nature of the abilities it provides. Most of the subjects, teaching/evaluating methods and the learning outcomes are in good coherence.

The grouped study subjects clearly represent the aimed skills and learning outcomes and are supported with teaching methods, in order to be able solve complex architectural problems or design tasks at the end of the programme.

There is a generally acceptable coherence between the scope of the programme and the required learning outcomes; the programme provides conditions to achieve the intended aims.

The programme operates based on the Directives in Architecture Education; it reflects the demand of the region and the latest achievements in science, art and technologies. The flexibility of modules (changing scale of projects in the senior semesters) allows being open for innovative and contemporary phonemes in architecture. The role of Special Education Courses (electives) with its 18 credits reacts to the latest achievements, the courses with 'energetics' and 'entrepreneurship' content are introduced, and the creative and continuously development of the subjects is required. Moreover, based on the presented data, as well as course descriptions and site visit (discussions with students) bigger number of elective courses could be offered. It is assumed that the role of the current electives does not give enough opportunities for deeper specialization.

2.3. Teaching staff

Based on information written in SER the way of recruiting teaching staff was controlled by the relevant laws and rules of Lithuania. The qualifications of teaching staff are mostly adequate to ensure learning outcomes. The academics are nominated based on their competence, practical experience, creative activity and communicability, they are selected and approved by the Senate, and are linked to the subjects based on their professional activities. They have enough experience and competence to achieve the learning outcomes.

The number of teaching staff is fixed in accordance with the relevant regulations and not less than half of the study field courses in the study programme are taught by researchers or recognized artist.

According to SER, the teaching staff's professional development is regulated and examined periodically (at the end of the year); the results are transparent and reported.

Although the number of the teaching staff meets with the requirements, the number of visiting and part-time employees (48%) seems risky. The connection with the real market and projects in architecture is important, but academic (scientific) activity should be in the focus as well. In this case, it is suggested to strengthen the mobility between professors from Vilnius and Kaunas. This might lead to a greater dialogue among campuses.

Academic staff is required and is supported by the Academy to take part in a variety of activities other than teaching, including research and practice. It became evident after meeting

with academic staff that the majority of them are encouraged and supported to participate in conferences and study trips both locally as well as internationally. The members of teaching staff of study programme are active artists, engineers, professionals in their field. Based on the written information, the required development of the profession (permanent creative activity, professional development, work in methodological field, research visit, participating in conferences, international exchange etc.) is regulated and examined periodically. The University has strong methodology for controlling and improvement of the employee's scientific and architectural conditions. Unfortunately, during site visit the expert group didn't faced the clear methodology in this regard. Special, transparent policy with regular monitoring should be developed, offering professors specific, personal perspective and path for professional and academic improving.

The strengthening of internationalization is also required. The University should think about expanding the number of Erasmus Partners, especially those with experience of urban scale design education.

2.4. Facilities and learning resources

The evaluation of the facilities is based on the findings during the site visit and the shared information in SER.

The facilities provided by the Faculty are adequate for the Architecture (partly shared with other design programmes) study programme needs, both in terms of classrooms and laboratories, as well as computers. Within the last few years the Faculty had made renewal of Architecture study field facilities, nevertheless the development of facilities and learning resources still needs further updating.

The University improved education facilities positioned in two different places.

Under the address Darzu 18 is the main complex, which was renovated in three steps, the last step is under process. Here all programmes (undergraduate and postgraduate) (Architecture, Graphic Design, Contemporary Art and Media, Interior Design and Visual Design on both levels) are taking place; departments and the Dean's Office are located here as well. The building is provided with high-speed Internet access, and several well equipped (or continuously equipped) classrooms for students' group work and exhibition places. Students also have own working spaces.

The building in Daukanto Str 16 is an older one, built in 1925. The condition of this part of the campus seemed to be on less quality, and weaker (older) built infrastructure. There is only one WC in the building, the heating conditions aren't well enough. Laboratories and studios located in this building (such as photo studio, printing center, computer lab, library, plastic lab

etc.) are used together with students from other design programmes. Most of the teaching materials such as textbooks, reference books and periodicals at library are adequate and accessible.

Students reported about the appropriate dormitories, though not many of them live there.

After discussions with students and observation during the visit expert team note that the facilities should be improved, there is a need for more digital design programmes on the available computers and more contemporary architectural books – in the same building probably, where education runs. Both (IT infrastructure and library database) is weak with regard of the amount of students. Providing more equipment for painting, computerized fast prototyping, cutting, engraving and 3D printing is considered a necessity since this will definitely enhance the quality of teaching and learning as well raise the professionalism of students' works. The spaces used by students for model making are adequate for student's practice, but unfortunately are not accessible on weekends. Hopefully the question will be solved in the nearly future; the facilities should be improved further on.

Here is the point, where should to be underlined the necessity to improve the cooperation with other architectural educational institutions of VAA. The living work with 'Nida Art Colony' should be introduced – most of the students don't know about this type of possibility. Joint workshops, practices should be organized with the opportunity of temporary sharing the better facilities in other VAA campuses.

The lack of appropriate material recourses contributes a lot to the quality of teaching and learning in the programme.

2.5. Study process and students' performance assessment

There is a clear statement on students' admission, which follows the regulatory framework of the Ministry of Education of Lithuania. The admission rules are available on the VAA website.

Due to the small amount of students an enrolment analysis cannot be very representative; the programme works only with 7 students at the second year. There had been no freshmen from year 1 and the first graduates were transferred from other relevant programmes.

In accordance with the curricula students have to take part in long practice (not shorter than 2 months) as architect-designer in company or individual business of a certified architect linked to architectural design. This type of activity is focusing on mostly architectural design.

The Department organizes different activities (including field trips, and excursions, etc.) to increase motivation of students, and to introduce them real challenges. Based on conversations

with students these types of activities are successful, experts suggest to develop the activity further.

Although students have opportunity for taking part in exchange programmes in the frame of the Erasmus Programme and the NordPlus Programme, there was only one student who went abroad (in 2014). The Faculty should develop its international network and connections. No students came to the Faculty from abroad. Based on students 'opinion the available places are filled with other VAA students from several architectural campuses, the system of application process isn't clear enough, it could mean that the Faculty has not enough its own international connections and this situation should be improved hardly. The Academy should keep encouraging such participations as well as establish more bilateral agreements with more countries. The team of experts strongly feels that mobility of both students and staff will open up new directions as well as potential for the development of the programme to acquire an international character and outlook. The internationality is the basis of the contemporary education.

There was mentioned in SER, that VAA holds some type of non-academic divisions like 'Art Colony' in Nida, a studio in Paris, exposition and museum spaces in Panemune Castle in Jurbarkas district. This links don't appearing enough well in the practice, the strengthening is recommended.

The VAA offers dormitory places, and gives sponsorships in own competence depending on students' learning achievements, household income and individual application basis. Unfortunately, the interviewed students weren't enough well informed about their possibly to use academic and social support.

Based on the SER, the types and forms of assessment system of students' performance are well articulated, the programme works with the classical models like oral (colloquium, presentation), and written (essay, etc.) forms, or other types in case of 'creative' subjects. The criteria for student achievement assessment are tied up with the learning outcomes. The system and procedure of student assessment is based on the principles of reliability, clarity and objectivity. The knowledge and skills of all the students of the programme are assessed by ten-point criteria-based system. (The system is based on the recommendations from the Ministry of Education and Science and the Study Regulations of the Academy). The procedure of final examination seems legal and democratic. However, the general grading system isn't highlighted clearly in SER and isn't enough understandable by students. Policy regarding to the general rules and conditions of assessment system is not mentioned.

After the meetings and conversations with graduated students (4 students only with partly landscape background) and social partners the programme seems to be successful, the strategy in

architectural education with urban scale projects meets with the wish of market and the ambitions of the municipality itself. During the visit expert team were informed and alumnus approved, that the network of social partners needs to be encouraged further and allow several types of cooperation, which is to be formalized via the Programme Committee.

2.6. Programme management

The study program should be developed with sensitive educational concepts and study contents to attract talented students and outstanding teaching staff.

According to SER responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated, with clear written details. The Study Programme Committee is directly responsible for the quality of the programme. Based on SER the programme is controlled by a 7-teacher Programme Committee, including 5 teachers form the Faculty, one student, and one professional association representative, in connection with the Faculty Council, Study Quality Management and the Senate. Information and data on the implementation of the programme is regularly collected and analyzed, the Programme Committee meets at least twice in one term. The collected outcomes and feedbacks are discussed by the Programme Committee, and then forwarded to Faculty meetings for being built into programme development plans.

Bachelor students in architecture are satisfied with their studies and consider themselves as competent specialist. They feel the good communication with their professors.

Unfortunately students pointed out that they don't know about regular meetings in Program Committee, alumnus declared the same. Students' role in the programme management seemed to be formal; although based on the personal discussions they have personal channels, platforms articulating their own opinions and ideas to teachers. This part of programme management should be developed, the student who is delegated to Program Committee should be clearly known at the other students, and have to create the platform with the possibility of articulate democratic opinion and feedbacks regarding to education, evaluating system, quality insurance, etc. The program needs its students' opinion, especially because of the small number of participants of the study program.

There are monitored techniques on staff evaluation, but the results have to be shown on transparent way, and teaching staff should be well motivated by offered individual developing possibilities, exchange mobility programmes, scientific publication issues etc.

The programme management needs to be strengthened by developing a stronger identity within the academy and by putting in front clear articulated and represented policies in terms of its aims, structures and quality assurance.

The study programme has a small number of students which in a way results in hampering a more efficient management. There is a great need by the programme management to address this issue and try to increase the number of applicant both locally as well as internationally.

External social partners participate in presentations of the final theses' defense commission, other improvement processes including stakeholders' involvement are not mentioned, and have to be considered. Lots of cooperation with art organizations, academic partners, district municipalities and other governmental or business institutions were mentioned but are not evaluated in the quality maintenance activities.

III. RECOMMENDATIONS

1. Expert team recommends strengthening the connection with other VAA architectural programmes, campuses/institutions for sharing the results and values, and for professors' scientific and professional practice.

2. Expert team recommends strengthening the cooperation with VAA's non-academic divisions like 'Art Colony in Nida' for widening the students' professional interest.

3. As an added value to the current programme, should be developed the role of the elective courses for giving opportunity for deeper specialization.

4. Programme has to continue to invest in course delivery resources, including studio space and contemporary equipment.

5. Access to space for student's independent and group work 24 hours per day or at weekends at least should be offered.

6. The expert team recommends the improvement and re-equipment of a type of model-building workshop space with modern technical facilities.

7. The experts group recommends the engagement of stakeholders (students, social partners) in programme management to become more proactive. Programme should provide training to the Programme Committee members to ensure their contribution.

8. Attention has to be paid to the strengthening of international outlook of teaching staff.

9. The experts group recommends creating Faculty Policy regarding to supporting the motivation of teaching staff for personal improving.

10. Strategy to become more recognizable at the Lithuanian market should be developed.

11. The Academy should develop more bilateral agreements with more countries. It should develop strategy to become more visible in international arena. Mobility of

both students and staff will open up new directions as well as potential for the development of the programme to acquire an international character and outlook.

IV. SUMMARY

Based on the self-evaluation report and expert team's site visit, the meetings and conversations with Programme Management, Faculty Management, Teachers and Professors, Students, Alumnus and Social Partners etc., Klaipeda Faculty at Vilnius Academy of Arts has justified the ability to educate architecture in the frame of their programme 'Bachelor of Architecture'. The necessary of the programme is well defined in SER and by every participant during the meetings and conversations, and giving special link to the regional built industry.

Programme aims and required learning outcomes meet the requirements in general. They are based on the academic and/or professional requirements, public needs and the needs of the labor market. The specialized focus 'Urban design' is not stressed sufficiently on BA level, though it is taught and practiced in the studios. This specificity can't be clear understand and linked to general learning outcomes, although the professional methodology is acceptable.

The role of the Faculty is well indicated; it could become competitive as strategic level regional center for urban design education, if opened to non-local level, or to internationalism. The programme of study needs to develop and open up internationally. This is a need for the academy as a whole in order to keep up with international trends and remain competitive both locally as well as abroad.

The curriculum design meets legal requirements, matches other undergraduate programmes – starts from the fundamentals of Architecture, changes the scale and complexity of projects year to year, continuously improves the students' design problem solving skills. The content of the subjects and/or modules is consistent with the type and level of the studies, works on horizontal and vertical level as well, with linkable modules or group of subjects. The subjects are supporting each other.

Some confusion was felt in case of subject about architectural structures and building constructions – even if this type of courses isn't in the main balance of the study programme. Based on students' opinions (especially graduated students) and experts observations this part of the curricula needs to be strengthened especially. The team of experts believes that curriculum design needs further enhancement in terms of diversity. Additional and refreshed modules regarding to new technologies, presentation skills, design management and entrepreneurship should to be appearing or continuously refreshed.

Experts had the impression, that really weak point is the level of the activity in international mobility programmes, and the non-academic professional cooperation. The experts group would encourage the study responsible to invite their students more actively to participate in international exchange programmes. The great workshop in Nida 'Art Colony in Nida' was mentioned several times. However, these links don't appearing enough well in the practice, the strengthening is strongly recommended.

The expert group observed that the teaching staff is well equipped; the well-known and strongly professional teachers belong to the leading Lithuanian architects, bringing their own good practice into the Faculty. Their own personal motivation is obvious but there is a strong need of the Faculty policy towards their professional and academic improving.

Hopefully the number of students is going to grow further. In this case additional staff may be recruited. As general statement the greater mobility among the faculties of the Academy from Vilnius and Kaunas is suggested, and if established could allow a greater dialogue among all campuses.

Current students are interested in acquiring new knowledge, are well motivated, have nice verbal and visual communication skills, and showed loyalty to the Faculty and Architecture study programme. They are studying in friendly community with respect for their teachers and their profession. The exhibited works and projects by students were prepared in high quality, and mirrored the learning outcomes plus the dedicated 'urban scale design' character of the programme.

Unfortunately, none of the students that the team took part in international mobility programmes. Experts feel the importance of underlining again the need of strengthening the motivation and activities in international exchange programmes, both for students and staff, for discovering new directions as well as add new potential to the study programme.

Administration and programme management were found to be well structured, seemed to be overbalanced at some points during site visit. The programme has a good leadership and it is well supported by Faculty and the whole Academy as well as social and professional partners in the region. This is an activity, which needs to be continued and formalized, including all members, outlined under the Academy Regulations requirements.

Facilities, equipment and teaching rooms are under processing, changes were introduced, but still have to be kept up-to-date following the technical development of the devices. Continuous enhancement and improvements must always be on the agenda of the Academy matching the development of new technologies and the industrial evolution. For example a further investment in a greater number of books and international periodicals in architecture, art and design for the library would add greater advantages to both the faculty as well as the

students. Providing more equipment for painting, computerized fast prototyping, cutting, engraving and 3D printing is strongly recommended. The Academy should think of opportunities for space for student's independent work accessibility on weekends.

Joint workshops, practices should be organized with the opportunity of temporary sharing the upper level facilities in other VAA campuses.

Generally speaking the programme after its 3rd year of operation has come to a point where there is great potential, and everyone involved in this need to make a point of exploiting all possibilities in pushing the programme further.

V. GENERAL ASSESSMENT

The study programme Architecture (state code – 612K10002) at Vilnius Academy of Arts Klaipeda Faculty is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	2
5.	Study process and students' performance assessment	3
6.	Programme management	2
	Total:	**16**

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

Grupės vadovas: Team leader:	Prof. dr. Costas Mantzalos
Grupės nariai: Team members:	Dipl. Ing. Thomas Proksch
	Dr. Gabriella Medvegy
	Prof. dr. Kęstutis Zaleckis
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VILNIAUS DAILĖS AKADEMIJOS KLAIPĖDOS FAKULTETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *ARCHITEKTŪRA* (VALSTYBINIS KODAS – 612K10002) 2016-06-22 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-147 IŠRAŠAS

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VI. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus dailės akademijos Klaipėdos fakulteto studijų programa Architektūra (valstybinis kodas – 612K10002) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	Iš viso:	16

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)
2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)
3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)
4 - Labai gerai (sritis yra išskirtinė)

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IV. SANTRAUKA

Savianalizės suvestinėje ir per ekspertų vizitą į aukštąją mokyklą, susitikimus ir pokalbius su programos vadovybe, fakulteto vadovybe, dėstytojais ir profesoriais, studentais, absolventais, socialiniais partneriais ir kt., Vilniaus dailės akademijos Klaipėdos fakultetas pagrindė savo gebėjimą ugdyti architektus vykdant bakalauro laipsnio studijų programą *Architektūra*. Programos poreikis gerai išaiškintas SS, jį pabrėžė ir visi dalyviai per susitikimus ir pokalbius nurodydami programos specifinę sąsają su regiono statybų pramone.

Programos tikslai ir numatomi studijų rezultatai tenkina reikalavimus. Jie grindžiami akademiniais ir (arba) profesiniais reikalavimais, visuomenės poreikiais ir darbo rinkos poreikiais. Bakalauro pakopoje urbanistinio projektavimo specializacija nėra pakankamai akcentuota, tačiau urbanistinis projektavimas dėstomas ir praktikuojamas studijose. Šio specifiškumo negalima aiškiai suprasti ar susieti su bendraisiais studijų rezultatais, tačiau profesinė metodika priimtina.

Fakulteto vaidmuo aiškiai nurodytas. Fakultetas galėtų tapti konkurencingas kaip strateginio lygmens urbanistinio projektavimo studijų centras regione, jei neapsiribotų vietos lygmeniu ir taptų tarptautiškesnis. Studijų programą reikia vystyti ir didinti jos tarptautiškumą. Tai turėtų būti daroma visos VDA lygmeniu, jei ji nenori atsilikti nuo tarptautinių tendencijų ir išlikti konkurencinga tiek šalyje, tiek užsienyje.

Programos sandara atitinka teisinį reglamentavimą ir kitas pirmosios pakopos programas, t. y. studentai pradeda nuo architektūros pagrindų, metams bėgant pereinama prie didesnių ir sudėtingesnių projektų nuolat tobulinant studentų gebėjimus spręsti projektavimo uždavinius. Dalykų ir (arba) modulių turinys atitinka studijų tipą ir pakopą, dera tiek horizontaliu, tiek vertikaliu lygmenimis ir yra susietas su kitais dalykų moduliais ar dalykų grupėmis. Dalykai vienas kitą papildo.

Šiek tiek trikdo dalykas apie architektūrines formas ir statybines konstrukcijas, net jei toks dalykų tipas nėra pagrindinė studijų programos dalis. Remiantis studentų nuomone (ypač absolventų) ir ekspertų pastebėjimais, ši dalykų sandaros dalis turi būti itin sustiprinta. Ekspertai įsitikinę, kad programos sandarą būtina tobulinti suteikiant jai daugiau įvairovės. Reikia įtraukti papildomus modulius arba nuolat atnaujinti esamus apie naujas technologijas, pateikimo įgūdžius, projektų vadybą ir verslumą.

Ekspertams susidarė įspūdis, kad programos silpnybė yra aktyvumas tarptautinio judumo programose ir neakademinio profesinio bendradarbiavimo lygmuo. Ekspertų grupė skatina už studijų programą atsakingus asmenis kviesti savo studentus aktyviau dalyvauti tarptautinių mainų programose. Kelis kartus buvo paminėtas puikus seminaras Nidoje „Nidos meno kolonija“. Deja, šių ryšių praktikoje beveik nematyti, todėl itin rekomenduojama juos stiprinti.

Ekspertų grupė pastebėjo, kad akademinis personalas labai profesionalus. Garsūs ir itin profesionalūs dėstytojai yra vieni geriausių Lietuvos architektų, kurie į fakultetą atsineša savo gerąją praktiką. Asmeninė dėstytojų motyvacija akivaizdi, tačiau fakultetas turėtų parengti politiką, skirtą dėstytojų profesiniam ir akademiniam tobulėjimui.

Reikia tikėtis, kad studentų skaičius ir toliau augs. Jei taip atsitiktų, reikės samdyti daugiau personalo. Apskritai reikia pasakyti, kad rekomenduojama skatinti didesnį judumą tarp VDA fakultetų Vilniuje ir Kaune. Judumas, jei suintensyvėtų, įgalintų geresnį dialogą tarp visų filialų.

Dabartiniai studentai nori įgyti naujų žinių, yra labai motyvuoti, pasižymi gerais žodinės ir vizualinės komunikacijos įgūdžiais, taip pat yra lojalūs fakultetui ir studijų programai. Jie studijuoja draugiškoje bendruomenėje, kurioje gerbiami dėstytojai ir profesija. Pademonstruoti studentų darbai ir projektai buvo aukštos kokybės, atspindėjo studijų rezultatus ir specifinį programos urbanistinio projektavimo pobūdį.

Deja, nė vienas iš kalbintų studentų nedalyvavo tarptautinio judumo programose. Ekspertai dar kartą pabrėžia, kaip svarbu stiprinti motyvaciją ir dalyvavimą tiek studentų, tiek personalo tarptautinių mainų programose. Tik taip bus atrastos naujos kryptys ir sukurtas naujas studijų programos potencialas.

Administracija ir programos vadyba pasižymi gera struktūra, vizito į fakultetą metu pasirodė kai kuriose vietose nepakankamai subalansuota. Programą vykdo geri vadovai, kuriuos remia fakultetas ir visa Akademija, socialiniai ir profesiniai partneriai regione. Šią veiklą būtina tęsti ir formalizuoti įtraukiant visus narius, nurodytus VDA nuostatų reikalavimuose.

Materialieji ištekliai, įranga ir auditorijos atnaujinami, padaryti pakeitimai, tačiau atsižvelgiant į techninę pažangą juos būtina nuolat atnaujinti. Nuolatiniai pagerinimai ir patobulinimai visuomet turi būti Akademijos darbotvarkėje siekiant neatsilikti nuo naujų technologijų ir pramonės pažangos naujovių. Pavyzdžiui, tiek fakultetui, tiek studentams daug naudos duotų tolesnės investicijos siekiant papildyti biblioteką daugiau knygų ir tarptautinių periodinių leidinių apie architektūrą, meną ir dizainą. Itin rekomenduojama įsigyti daugiau piešimo, kompiuterizuotos greitos prototipų gamybos, pjovimo, graviravimo ir 3D spausdinimo įrangos. Akademija turėtų pasidomėti galimybėmis savaitgaliais skirti studentams patalpas savarankiškam darbui.

Reikėtų organizuoti bendrus praktinius seminarus ir praktiką su galimybe laikinai dalytis geresnės kokybės ištekliais kituose VDA filialuose.

Apskritai po trejų vykdymo metų studijų programa pasiekė didelio potencialo tašką ir visi programa suinteresuotieji asmenys turėtų pasvarstyti, kaip pasinaudoti visomis galimybėmis ir dar labiau pagerinti programą.

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III. REKOMENDACIJOS

1. Ekspertų grupė rekomenduoja sustiprinti ryšį su kitomis VDA architektūros programomis, filialais / institucijomis, kad būtų galima dalytis rezultatais ir vertybėmis bei užtikrinti dėstytojų mokslinę ir profesinę praktiką.

2. Ekspertų grupė rekomenduoja stiprinti bendradarbiavimą su VDA neakademiniais padaliniais, pavyzdžiui, Nidos meno kolonija, tokiu būdu praplečiant studentų profesinių interesų ratą.

3. Dabartinei programai pridėtinę vertę suteiktų didesnis pasirenkamųjų dalykų vaidmuo, tokiu būdu studentams būtų suteikta galimybė labiau specializuotis.

4. Programos vykdytojai turi toliau investuoti į studijų dalykams dėstyti reikalingus išteklius, įskaitant studijų erdves ir šiuolaikinę įrangą.

5. Reikėtų studentams suteikti 24 val. per parą prieigą prie patalpų savarankiškam ar grupiniam darbui arba bent jau savaitgaliais.

6. Ekspertų grupė rekomenduoja pagerinti ir aprūpinti nauja įranga modelių kūrimo erdves, kuriose būtų prieinamos šiuolaikinės techninės priemonės.

7. Ekspertų grupė rekomenduoja į programos vadybą aktyviau įtraukti socialinius dalininkus (studentus, socialinius partnerius). Programos vykdytojai turėtų organizuoti mokymus Programos komiteto nariams siekiant užtikrinti komiteto narių indėlį.

8. Reikia skirti dėmesį akademinio personalo tarptautiškumui stiprinti.

9. Ekspertų grupė rekomenduoja parengti fakulteto politiką, skirtą stiprinti akademinio personalo motyvaciją tobulėti.

10. Reikėtų parengti strategiją, kaip tapti labiau atpažįstamais Lietuvos rinkoje.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)